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ABSTRACT

A specific action plan for increasing the enrollment, retention, and transfer of minorities in California's community colleges is presented, as developed by the participants at a December 1985 invitational symposium. Introductory material explains the goals and objectives of the symposium and identifies the five major recurrent themes raised throughout the small and full group discussions; i.e., institutional racism, open access, intersegmental articulation, community partnership, and advisory boards. Next, five recommendation areas are discussed: (1) institutional commitment (i.e., commitment to improving minority student recruitment and retention by colleges, districts and the system); (2) partnerships between the different educational systems aimed at increasing the transfer rates of minority students; (3) uniform standards forming a clear set of expectations for all students in areas such as course prerequisites, basic skills, academic progress, and probation/dismissal standards; (4) outreach efforts designed to improve the public's perception of community colleges as viable institutions of higher education which can well serve the needs of ethnic and language minorities; and (5) activities to emphasize, redirect, and increase both educational and support services for students to ensure the retention of minority students. The bulk of the report consists of the action plan which details specific recommendations under each of these five areas. A "Policy Statement on the Enrollment, Retention, and Transfer of Minority Students," and a list of the members of the Minority Enrollment Symposium Planning Committee are appended. (EJV)

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BOARD OF GOVERNORS OF THE
CALIFORNIA COMMUNITY COLLEGES
October 30-31, 1986

PLAN FOR IMPROVING THE ENROLLMENT, RETENTION AND TRANSFER OF MINORITY STUDENTS

5

For Action

Summary

In March 1985, the Board heard a special report, *Preparation of Hispanic and Black Students*, which identified the growing lag in the participation and preparation of this student population. At that same meeting, the Board reviewed an updated enrollment report which indicated that while the community college enrollment loss overall for 1984-85 was six percent, at eight inner-city colleges with high Black and Hispanic enrollment, the average loss was 20.05 percent. Other documents, studies and research findings made available to the Board, on the topic of student preparation, further strengthened the perception that a serious problem existed for ethnic and language minority students in general and for Hispanics and Blacks in particular.

In response to this information, the Board initiated a series of activities designed to illuminate the problem and produce recommendations for policy or for Board action. The first of these activities was conducted December 13-15, 1985 with a Board-sponsored statewide, invitational "Symposium on the Enrollment, Retention and Transfer of Minority Students." On July 11, 1986, the Board adopted a policy statement (see Appendix A) on this same topic as a framework for future Board policy, for the Chancellery and for the colleges. On September 26, the Board sponsored a statewide conference on affirmative action which focused on strategies to increase the participation of women and minority students, faculty and staff in the California Community Colleges.

This item brings to the Board a specific action plan based on the recommendations made by the participants at the Symposium held last December. This plan has been abstracted from the full Symposium proceedings printed under separate cover.

JC 860 589

Recommended Action

The Chancellor recommends that the Instructional Policy and Student Services and Special Programs Committees recommend Full Board approval for statewide dissemination of the report on the Symposium proceedings. In addition, the Board should direct the Chancellor to incorporate recommendations as appropriate into the agency workplan.

Staff Presentation: *Gus Guichard, Senior Vice Chancellor*
Rita Cepeda, Acting Dean for Academic Standards and Basic Skills Instruction

Background

On December 13-15, 1985, one hundred and nineteen individuals attended an invitational Symposium on the Enrollment, Retention and Transfer of Minorities at the Kellogg West Conference Center, in Pomona, California. These individuals represented all segments of public and private primary and postsecondary education in California. In addition, representatives from private industry, community-based organizations, advocacy groups and related educational agencies were also present. National representation, while limited, was also included.

The purpose of the Symposium was to focus on the problem of underrepresentation and underpreparation of Black and Hispanic community colleges students. The Symposium process reflected the understanding that the nature of the problem was multifaceted and complex, and as such, it had to be addressed along the entire continuum of education. In addition, the Symposium process was to facilitate the inclusion of discrete issue areas including: declines in enrollment and transfer access, recruitment, retention, persistence and student performance. In preparation for the Symposium, a planning committee (see Appendix B) developed a goal statement and specific objectives to guide subsequent activities as follows:

Symposium Goal

To understand the factors contributing to the current low rates of participation and achievement of Blacks and Hispanics in postsecondary education, and be able to establish short- and long-term strategies that will raise those rates to parity prior to the year 2000. Priorities will be established among that set of strategies and organized into a plan of action for consideration by the California Community Colleges, Board of Governors.

Symposium Objectives

1. Present and clarify pertinent data on the enrollment, persistence, transfer and certificate completion of minorities and the reasons contributing to the decline in such enrollments, attrition and low rates of transfer.

2. Recommend and evaluate various responses -- short- and long-range -- including cooperative strategies related to outreach, retention and interinstitutional transition, and ways of monitoring these responses.

3. Identify the roles to be played by the Board, the community colleges, four-year institutions, elementary and secondary schools, state administration, Legislature, parents, students, or others in encouraging increased minority enrollment and retention in community colleges.

4. Combine these elements into a planned response which could be considered for action by the Board of Governors.

Framework and Context for the Action Plan

At the end of the Symposium process five major recommendation areas emerged. All of which were tempered by a set of recurrent themes raised throughout the small group discussions and at the full group reporting sessions. Following is a brief discussion of these recurrent themes followed by a description of the recommendation areas.

Themes

Institutional Racism -- Participants defined this construct as the unconscious and depersonalized discriminatory outcome of a set of institutional activities. Institutional racism is the net effect of a combined set of practices which in and of themselves are well meaning and even appropriate, but which combined create a situation which bars the participation or prevents the full participation of ethnic and language minorities. Institutional racism does not mean that the individuals within an institution are racist but rather that the institutionalized procedures, administrative processes and policies which are implemented by these individuals result, albeit unknowingly, in the underparticipation of specific ethnic and language minority group.

Two things are crucial in combatting institutional racism. First, it must be understood as a complex phenomena which may exist even in the most unprejudiced environment. As such it cannot be ascribed to a person or even groups of persons. Second, it must be considered to be in existence whenever there is pervasive underparticipation and underpreparation of discrete sections of the population which come from ethnic and language minority backgrounds. Given this definition of institutional racism, it became important to be aware of this concept in each of the major recommendation areas of the Action Plan.

Open Access -- Within the content of the Symposium, access to the institution was described in terms other than geographic proximity, standard outreach programs, open admissions and low tuition. Access to the colleges was defined as "open" if it resulted in the humanization of the campus. To do this, participants recommended that each college campus "examine every part of contact between the new student and the college" and assign culturally and linguistically sensitive staff as appropriate to involve the student in a welcoming and supportive setting. Furthermore, open access was measured by the number of role models among the faculty and staff of a given institution and by the availability of support educational and student support service including financial aid.

Intersegmental Articulation -- Articulation across segments was not only defined as a necessary process ensuring program and policy cohesiveness across all educational levels (kindergarten through public postsecondary), but it was emphasized because of its added importance for Black and Hispanics. With a forty-five percent dropout rate for these two student groups, it became imperative that early intervention beginning at the elementary school level be undertaken. Furthermore, this intervention must be done in concert with the secondary and postsecondary schools if the high school eligibility rates are to increase. Lastly, because of the significance of the problem, all segments of education must be able to put in place concerted articulation activities which specifically address the concerns of ethnic and language minority students in general; specifically, Hispanics and Blacks.

Community Partnership -- A restatement of the importance of increased partnership with business and industry surfaced as a general concern, but in particular, it was noted that partnership with members of the minority business community and community-based associations were particularly weak among community colleges. Furthermore, in describing the role of community colleges vis-a-vis the minority business community, it was indicated that the college should function in a resource and development capacity to further the establishment of minority-owned business and minority-run service agencies.

Advisory Boards -- The specific issue raised by Symposium participants re-emphasized the need to maintain minority representation in existing formalized advisory bodies to the Chancellery and Board of Governors. Beyond this, however, it was recommended that a specific roundtable with intersegmental and interagency membership be formed, designed to address all efforts related to the enrollment, retention and transfer of minority community college students.

Against the backdrop of these recurrent themes, the five issue areas which emerged in the form of an action plan were as follows:

(a) **Institutional Commitment** -- Commitment to improving minority student recruitment and retention by colleges, districts, and the system must be demonstrated not only in developing policies but by allocating staff and resources to those areas of the institution most impacted by the needs of ethnic and language minority students.

(b) **Partnerships** -- Improve the efforts between the different educational systems aimed at increasing the transfer rates of minority students from high schools to community colleges and from community colleges to four-year colleges and universities. Support partnerships between institutions in different systems;

encourage reciprocal agreements on acceptable courses and programs, and the creation of widely accepted common curricula.

(c) **Uniform and Clear Standards** -- Develop a set of clear expectations for all students in areas such as: course prerequisites, basic skills, academic progress and probation/dismissal standards.

(d) **Outreach** -- Improve the public perception of community colleges as viable institutions of higher education which can well serve the needs of ethnic and language minorities.

(e) **Serving Student Needs** -- Emphasize, redirect, and increase both educational and support services for students to ensure the retention of minority students who, through appropriate assessment and placement, may then be able to succeed at the same time that rigorous academic standards are also implemented.

The Action Plan which follows details specific action recommendations under each of these five areas. The format designates the primary "change agent" or responsible entity in the implementation of that activity.

It is important to note that despite the fact that other segments, agencies or organizations may have been identified as primarily responsible for a given area, that it is assumed that the Board of Governors, through the Chancellery and the colleges, will assume a central role in the initiation, maintenance and/or completion of these activities. It is for this last reason that this item is submitted for action, thus enabling the Chancellery to integrate the proposed recommendations within the agency's work plan beginning with the preparation of the Board's Basic Agenda. Lastly, it is important to restate that this Action Plan emerged directly from the Symposium report which is printed under separate cover and will be disseminated statewide.

RECOMMENDATION FOR ACTION	CHANGE AGENT(S)						
	California Community Colleges	K-12	Public 4-Year Colleges and Universities	Private Independent 4-Year Colleges and Universities	Community-Based Organizations	Business and Industry	Other
A. OUTREACH -- Improve the public perception of community colleges as viable institutions of higher education which can well serve the needs of ethnic and language minorities.							
A1 Prioritize access as a primary goal of the community colleges' mission statement.	X						
A2 Establish broad-based advisory groups at state and regional levels to provide on-going leadership and advisement concerning educational needs of under-represented students.	X	X	X	X	X	X	
A3 Develop and implement a statewide public relations and outreach campaign through print and broadcast media.	X						X
A4 Coordinate outreach efforts with community based organizations (CBO).	X				X		
A5 Cultivate on-going communication and linkages with CBO through establishment of CBO consortia funded by the State.	X				X		
A6 Establish permanent CBO advisory committee on each campus.	X				X		

RECOMMENDATION FOR ACTION	CHANGE AGENT(S)						
	California Community Colleges	K-12	Public 4-Year Colleges and Universities	Private Independent 4-Year Colleges and Universities	Community-Based Organizations	Business and Industry	Other
A7 Provide an annual progress report on community colleges-CBO linkages to the Chancellery.	X				X		
A8 Promote categorically funded and exemplary student support programs which provide culturally and linguistically appropriate services to special populations.	X						
A9 Devise outreach plan to business and industry with intent of developing joint educational and job training programs for Black and Hispanic populations.							
B. UNIFORM AND CLEAR STANDARDS -- Develop a set of clear expectations for all students in areas such as: course prerequisites, basic skills, academic progress and probation/dismissal standards.							
B1 Request Legislature to establish statewide intersegmental council on minority higher education to determine standards for admissions and transfer requirements to all segments of postsecondary education.	X		X	X			X

RECOMMENDATION FOR ACTION	CHANGE AGENT(S)						
	California Community Colleges	K-12	Public 4-Year Colleges and Universities	Private Independent 4-Year Colleges and Universities	Community-Based Organizations	Business and Industry	Other
B2 Develop a guide or handbook outlining student expectations, opportunities and obligations within the community colleges; information directed toward special populations; and disseminate to individuals through campuses, community-based organizations and mass media.	X						
B3 Develop culturally and linguistically appropriate statewide assessment instruments for testing Black and Hispanic students.	X						
C. SERVING STUDENT NEEDS -- Emphasize, redirect and increase both educational and support services for students to ensure the retention of minority students who, through appropriate assessment and placement, may then be able to succeed, at the same time that rigorous academic standards are also implemented.							
C1 Recruit, hire, promote and tenure more Black and Hispanic faculty, staff and administrators.	X						

RECOMMENDATION FOR ACTION		CHANGE AGENT(S)						
		California Community Colleges	K-12	Public 4-Year Colleges and Universities	Private Independent 4-Year Colleges and Universities	Community-Based Organizations	Business and Industry	Other
C2	Provide professional development and cultural awareness training for faculty and staff in all postsecondary education segments. (Training to be conducted by teams of community college and UC/CSUC faculty trained in classroom dynamics and sensitivity to cultural and linguistic concerns of minority students.)	X		X				
C3	Coordinate early outreach visitations to junior and senior high schools with teams from two- and four-year postsecondary institutions to communicate academic expectations for success in college.	X		X				
C4	Implement effective matriculation and assessment programs which incorporate prescriptive support systems and consistent advisement for the duration of the student's academic career.	X						
C5	Fully fund intersegmental transfer centers on each campus to deal with student transfer and retention problems.	X		X				
C6	Develop early warning/alert systems with appropriate support services (e.g., tutoring, student mentoring, counseling, etc.).	X						
C7	Establish programs on each campus which acknowledge the academic achievements of minority students.	X						

RECOMMENDATION FOR ACTION		CHANGE AGENT(S)						
		California Community Colleges	K-12	Public 4-Year Colleges and Universities	Private Independent 4-Year Colleges and Universities	Community-Based Organizations	Business and Industry	Other
C8	Initiate and develop legislation to fully implement a matriculation plan, which embodies performance-based (student outcome) fiscal incentives to improve Black and Hispanic retention and transfer.	X						
C9	Expand matriculation program concept into the four-year postsecondary institutions.			X	X			
C10	Sponsor informational workshops for counselors and advisors regarding available financial aid information and data.	X	X	X	X			
C11	Coordinate transfer information workshops with CSUC, UC and private, independent colleges and universities.	X		X	X			
C12	Computerize scholarship information and needs assessment instruments for intersegmental utilization.	X		X	X			
C13	Offer job market preparation curricula which includes orientation to world of work, career ladder expectations and personal investments.	X						
C14	Integrate minority students into all academic and vocational programs.	X						

RECOMMENDATION FOR ACTION		CHANGE AGENT(S)						
		California Community Colleges	K-12	Public 4-Year Colleges and Universities	Private Independent 4-Year Colleges and Universities	Community-Based Organizations	Business and Industry	Other
C15	Define student expectations and develop effective programs to meet educational needs of Black and Hispanic students.	X						
C16	Develop training programs for recruiters to conduct outreach efforts in minority communities.	X						
C17	Establish intersegmental and community advisory boards to provide ongoing advisement and leadership.	X	X	X	X	X	X	X
C18	Schedule courses at times and places convenient for Blacks, Hispanics and other students (consider late afternoon, evening and Saturday classes on-campus, at worksite or in the community).	X						
C19	Examine every point of contact between the new student and the campus and direct all resources toward fulfilling obligation to involve the student as a human being.	X						
C20	Provide student orientation seminars pertaining to those life skills necessary to succeed in community college, including financial or debt management, time management, study skills, test-taking, note-taking, etc.	X						

RECOMMENDATION FOR ACTION	CHANGE AGENT(S)						
	California Community Colleges	K-12	Public 4-Year Colleges and Universities	Private Independent 4-Year Colleges and Universities	Community-Based Organizations	Business and Industry	Other
C21 Award adequate financial assistance packages to economically needy students.	X						
C22 Involve faculty to participate in academic advisement activities to improve Black and Hispanic student retention and success.	X						
C23 Develop pre-enrollment programs, residential, if possible, which include constant area classes with low faculty-student ratio, intensive academic counseling, peer counseling and mentoring.							
D. PARTNERSHIPS -- Improve the efforts between the different educational systems aimed at increasing the transfer rates of minority students from high schools to community colleges and from community colleges to four-year colleges and universities. Support partnerships between institutions in different systems; encourage reciprocal agreements on acceptable courses and programs, and the creation of widely accepted common curricula.							

RECOMMENDATION FOR ACTION		CHANGE AGENT(S)						
		California Community Colleges	K-12	Public 4-Year Colleges and Universities	Private Independent 4-Year Colleges and Universities	Community-Based Organizations	Business and Industry	Other
D1	Allocate funding for joint faculty-to-faculty (instructors and counselors) projects and professional development, which address student competencies needed for academic success and accompanying strategies, including curriculum design, alternative methodology, creative use of SB 696, cultural awareness, etc.	X		X	X	X		
D2	Develop, conduct and evaluate intersegmental strategies to increase the numbers of Black and Hispanic transfer students.	X		X	X	X		
D3	Request State funding for the expansion of existing transfer centers programs with special provisions to increase Black and Hispanic transfers.	X						
D4	Articulate standards to measure student outcomes and define educational quality and effectiveness.	X		X	X			
D5	Encourage intersegmental academic senates to coordinate regular and timely meetings of faculty from specific disciplines to develop a core curriculum for transfer.	X		X	X			

RECOMMENDATION FOR ACTION		CHANGE AGENT(S)						
		California Community Colleges	K-12	Public 4-Year Colleges and Universities	Private Independent 4-Year Colleges and Universities	Community-Based Organizations	Business and Industry	Other
D6	Convene interdisciplinary symposia for appropriate groups of faculty, administrators and student services personnel in all educational segments to meet on a regional level (based upon ACCCA 10 structure) to discuss common curricula, student services and administrative issues related to Black and Hispanic enrollment, retention and transfer.	X	X	X	X			
D7	Establish intersegmental board to provide leadership and coordination of efforts to improve the educational position of underrepresented students in postsecondary education.	X	X	X	X			
D8	Form consortia to assist in the development of student support services (i.e., financial aid, career advisement, orientation, housing, learning centers, recruitment of minority students, faculty, staff and administrators, etc.) at private institutions.	X			X			
D9	Provide funding, consultation and directory of model programs to consortia of community-based organizations at local and state levels.	X						

RECOMMENDATION FOR ACTION	CHANGE AGENT(S)						
	California Community Colleges	K-12	Public 4-Year Colleges and Universities	Private Independent 4-Year Colleges and Universities	Community-Based Organizations	Business and Industry	Other
D10 Offer cross-cultural awareness and cross-cultural communications curricula suitable for business and industry needs.	X						
D11 Initiate faculty job sharing programs with business and industry where private sector loans an employee to provide instruction in the community college (similar to loaned executive program).	X					X	
D12 Arrange job training and employment programs between community colleges and local business and industry which target eventual hiring of Blacks and Hispanics from the community college service area.	X					X	

RECOMMENDATION FOR ACTION	CHANGE AGENT(S)						
	California Community Colleges	K-12	Public 4-Year Colleges and Universities	Private Independent 4-Year Colleges and Universities	Community-Based Organizations	Business and Industry	Other
D13 Develop marketing strategies for outreach to business and industry which include: • designating local campus responsibility for business and industry outreach • assessing the needs of industry through direct contact and analysis of economic and labor forecasts and data • developing programs for ethnic and language minority employees, which may include basic skills, job skills upgrading, vocational education, English and writing development, English as a Second Language, etc.	X					X	
D14 Issue policy statements concerning joint K-14 articulation projects.	X	X					
D15 Plan and execute intersegmentally coordinated outreach and recruitment efforts to minority communities.	X	X	X	X			
D16 Adopt policy mandating cooperative ventures in early outreach to Black and Hispanic community college students - partnerships will occur at the local administrative, instructional and student services levels, and be ratified by local governing boards.	X		X				

RECOMMENDATION FOR ACTION	CHANGE AGENT(S)						
	California Community Colleges	K-12	Public 4-Year Colleges and Universities	Private Independent 4-Year Colleges and Universities	Community-Based Organizations	Business and Industry	Other
D17 Encourage intersegmental establishment of: • faculty exchange programs • joint curriculum committees to develop curriculum and course articulation • on-going staff development and cross-cultural training as they affect pedagogy and methodology of educating Black and Hispanic students	X		X				
D18 Communicate recent findings in research and curriculum development in discipline areas as they impact on Black and Hispanic students to community college faculty through seminar series.	X		X				
D19 Designate transfer articulation responsibility to a specific individual at each community college and four-year institution.	X		X				
D20 Facilitate face-to-face discussion at departmental level between community colleges, four-year institutions and high schools to address curricular matters and special needs of Black and Hispanic students.	X	X	X	X			

RECOMMENDATION FOR ACTION	CHANGE AGENT(S)						
	California Community Colleges	K-12	Public 4-Year Colleges and Universities	Private Independent 4-Year Colleges and Universities	Community-Based Organizations	Business and Industry	Other
D21 Discuss the establishment of transfer articulation programs with University of California for the express purpose of facilitating transfer of Black and Hispanic students.	X		X				
D22 Establish a joint vocational educational task force to study bilingual instructional needs (i.e., bilingual vocational education programs; bilingual vocational education teacher competencies; minority student needs for bilingual vocational education; and establishment of incentives for bilingual certification).							
D23 Disseminate existing and relevant information regarding vocational education curricular goals and objectives, job demand trends, career options, resource centers and articulation between K-12 and community college vocational programs.							
E. INSTITUTIONAL COMMITMENT – Commitment to improving minority student recruitment and retention by colleges, districts and the system must be demonstrated not only in developing policies but by allocating staff and resources to those areas of the institution most impacted by the needs of ethnic and language minority students.							

RECOMMENDATION FOR ACTION	CHANGE AGENT(S)						
	California Community Colleges	K-12	Public 4-Year Colleges and Universities	Private Independent 4-Year Colleges and Universities	Community-Based Organizations	Business and Industry	Other
E1 Urge chief executive officers to commit human and fiscal resources, accountability and outcome measures on each campus to improve the enrollment, retention and transfer of Black and Hispanic students.	X						
E2 Strengthen campus affirmative action with: • incentive models • full-time hiring after turnover • developing eligibility pool of Black and Hispanic candidates • recruiting minority candidates • supporting Black and Hispanic faculty and staff	X		X	X			
E3 Develop programs recognizing academic achievement of Black and Hispanic students, which may include the reduction of fees commensurate with student GPAs.	X						
E4 Mandate linkages with community-based organizations in the mission statement.	X						
E5 Establish accreditation standards based upon community college-CBO relationships as defined in the mission statement.	X						

RECOMMENDATION FOR ACTION		CHANGE AGENT(S)						
		California Community Colleges	K-12	Public 4-Year Colleges and Universities	Private Independent 4-Year Colleges and Universities	Community-Based Organizations	Business and Industry	Other
E6	Designate appropriate staffing (which would include a marketing-outreach director and trainer) on each campus who would be responsible for outreach and recruitment efforts to minority communities and also coordination of recruiter training and development of student mentoring programs.	X						
E7	Provide financial and other incentives to faculty and staff for providing support, academic advisement and outreach activities to underrepresented students.	X						
E8	Award scholarship funds in proportion to the number of community college students transferring to their respective institutions.				X			
E9	Advocate for new monies to fund state and local consortia arrangements which expand traditional relationships of community colleges and community-based organizations.	X						
E10	Provide local and state funding for programs which develop faculty relations with community-based organizations.	X						

RECOMMENDATION FOR ACTION	CHANGE AGENT(S)						
	California Community Colleges	K-12	Public 4-Year Colleges and Universities	Private Independent 4-Year Colleges and Universities	Community-Based Organizations	Business and Industry	Other
E11 Disseminate information about exemplary projects and program practices through VEA and EOPS special projects and other funds (e.g. curriculum adaptation models for ESL and VESL, etc.)	X						
E12 Direct the University of California to take a proactive role through its professional schools to assist community colleges by providing projective analyses for the purpose of business forecasting to shape public policy and to host follow-up conferences to present those findings.			X				
E13 Identify and prepare Black and Hispanic community college students for potential management positions in business and industry (i.e., mentor program).	X					X	
E14 Support transfer centers and similar specially funded programs on an incentive basis (performance or outcome-based funding) to increase Black and Hispanic enrollment, retention and transfer.	X						
E15 Factor student affirmative action goal achievement into the departmental budgeting process on each campus.	X						

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	California Community Colleges	K-12	Public 4-Year Colleges and Universities	Private Independent 4-Year Colleges and Universities	Community-Based Organizations	Business and Industry	Other
E16 Mandate development of minority teacher training programs with loan forgiveness feature based on National Defense Student Loans and military medical training models.	X		X				
E17 Request allocation of funds from State in next budget cycle to immediately begin efforts to improve the enrollment, retention and transfer of minority students.	X		X				
E18 Commit resources to recruit and assist Black and Hispanic transfer students.			X				
E19 Identify transfer barriers and provide solutions.	X						
E20 Hold institutions responsible for aggressive recruitment, hiring, promotion and tenure of Black and Hispanic faculty, staff and administrators by: • establishing two-to-five year goals which reflect the demographics of the state; • allocating discretionary funds to local boards, districts and/or college campuses who achieve their projected affirmative action goals; • subjecting to systemwide review those institutions who fail to meet these goals.	X		X				

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	California Community Colleges	K-12	Public 4-Year Colleges and Universities	Private Independent 4-Year Colleges and Universities	Community-Based Organizations	Business and Industry	Other
E21 Implement early identification programs on each campus to identify students for future faculty, thereby increasing the eligibility pool of minority candidates.	X		X				
E22 Adopt comprehensive institutional policy resolutions focused on recruiting, retaining and promoting minority faculty.							
E23 Allocate discretionary funds with the specific intent of increasing time for minority faculty to conduct research and non-teaching related activities in support of student retention.							
E24 Allocate discretionary funds to community colleges for minority student enrollments that exceed the enrollment CAP in order to emphasize minority enrollment.							

Appendix A

POLICY STATEMENT ON THE ENROLLMENT, RETENTION AND TRANSFER OF MINORITY STUDENTS

Adopted by the
Board of Governors of the
California Community Colleges
July 1986

BACKGROUND

On July, 1986, the Board of Governors unanimously adopted the attached statement of policy. This action resulted from Board concern over the educational status of minority students in the State, Hispanics and Blacks in particular. Underpreparation, underrepresentation and a continuing decline in high school completion rates coupled with rapidly changing demographics -- all these factors combined to create a dismal picture for the future which is of crisis proportions.

In March, 1985, the Board decided on a course of action to address the problem directly. The first action of the Board was to sponsor a statewide, invitational symposium designed to bring together experts from all segments of postsecondary education, industry and community based organizations to focus on the problem of student underrepresentation. The goal of the symposium was to develop an action plan for Board consideration and to identify possible policy goals for inclusion in the Board's Basic Agenda. Secondly, the Board declared its intent to adopt a strong unequivocal stand and directed the Chancellor to develop a statement of policy which would reflect this position. The result of this request is the attached statement.

Agnes C Robinson

Agnes Robinson
Board President

POLICY STATEMENT ON THE ENROLLMENT, RETENTION AND TRANSFER OF MINORITY STUDENTS

The Board of Governors of the California Community Colleges declares that the goals of equal educational opportunity and educational excellence are compatible as well as fundamental to the delivery of the community college mission to all Californians who -- now and in the future -- aspire to improve their lives and livelihoods as informed, productive participants in a democratic society which depends upon education to promote and preserve the humanistic values essential to the achievement of individual dignity through personal effort and the availability of full educational opportunities.

The Board of Governors further declares that, despite significant past efforts, the goal of equal educational opportunity has not been achieved for millions of minority Californians. The Board is deeply dismayed at the failure of the community colleges to achieve the much higher levels of educational equality of which we are capable, and the Board is alarmed by the fact that inequality of educational opportunity has increased among persons of Black and Hispanic heritage especially. Given the State's demographic and economic trends, the Board recognizes that unless action to achieve comprehensive educational equity is taken now and is sustained in the years ahead, Californians can expect to face deepening crises of a social, economic, personal or political nature that could undermine the health and welfare of everyone.

The educational crises in student underpreparation and the underrepresentation of ethnic and language minorities are faced by both our State and our Nation. Therefore, the Board of Governors hereby resolves to declare the solution of these problems among its top priorities and to these ends instructs the Chancellor of the California Community Colleges to execute the following directives:

1. The Chancellery of the California Community Colleges will have its staff, fiscal and other resources increasingly targeted upon the development, monitoring and evaluation of the educational plans of all the community colleges so as to ensure that instructional programs, and support services fulfill the specific educational needs of ethnic and language minority students and the educational needs of all students served.

2. The Chancellery will identify from among the major efforts toward educational reform -- whether from primary schools or universities -- those efforts designed to improve the preparation and participation of ethnic and language minorities, and incorporate the impact of these efforts in constructing a community college plan for better serving underrepresented groups. The Chancellor will make an annual report to the Board of Governors on the progress of efforts to improve the status of minority students.

3. The Chancellery will develop a set of criteria designed to evaluate the implementation of existing policies and the development of future policies so as to ensure that all appropriate policies of the Board of Governors promote the achievement of educational excellence and advance the Board intent to increase the participation and preparation of ethnic and language minorities, particularly Hispanic and Black students.

4. The Chancellery will develop a comprehensive action plan for recruitment, enrollment, retention and transfer of minority students which emphasizes its dual commitment to both access and educational excellence. This plan should incorporate recommendations stemming from the Board-sponsored Symposium on the Enrollment, Retention and Transfer of Minority Students. The plan should address the following five major issue areas identified by symposium participants:

   (a) Institutional Commitment -- Commitment to improving minority student recruitment and retention by colleges, districts, and the system must be demonstrated not only in developing policies but by allocating staff and resources to those areas of the institution most impacted by the needs of ethnic and language minority students.

   (b) Partnerships -- Improve the efforts between the different educational systems aimed at increasing the transfer rates of minority students from high schools to community colleges and from community colleges to four-year colleges and universities. Support partnerships between institutions in different systems; encourage reciprocal agreements on acceptable courses and programs, and the creation of widely accepted common curricula.

   (c) Uniform and Clear Standards -- Develop a set of clear expectations for all students in areas such as: course prerequisites, basic skills, academic progress and probation/dismissal standards

   (d) Outreach -- Improve the public perception of community colleges as viable institutions of higher education which can well serve the needs of ethnic and language minorities.

   (e) Serving Student Needs -- Emphasize, redirect, and increase both educational and support services for students to ensure the retention minority students who, through appropriate assessment and placement, may then be able to succeed, at the same time that rigorous academic standards are also implemented.

Since the Board of Governors is committed to the achievement of educational equity and educational excellence, understanding both to be coterminous concepts, the Board hereby declares that standards of educational excellence must measure not only student progress and student outcomes, but they must also measure the ability of our institutions to bring about that progress and those outcomes. The Board believes that the entire community college family is accountable for developing and maintaining access and excellence by providing students with the necessary educational tools to achieve academic success.

Understanding that the achievement of equity and excellence depends upon the mutual cooperation of educators, government officials, business leaders, and private individuals who are concerned about success at every level of educational endeavor in California, from kindergartens to universities, the Board hereby further resolves to instruct the President of the Board of Governors to convey this policy statement to the presidents of all local community college boards of trustees so as to provide guidance in the immediate implementation of its basic principles.

Finally, the Board also resolves to instruct the President of the Board of Governors to convey this policy statement to the presidents of the State Board of Education,

the Board of Trustees of the California State University, the Board of Regents of the University of California, and the governing bodies of California's independent colleges and universities, urging them to adopt similar policy statements as may be appropriate.

Appendix B

Minority Enrollment Symposium Planning Committee

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